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ABSTRACT

The tutor training sessions at the University of Minnesota Technical College are outlined and an evaluation of the program is included. A bibliography of 38 print and 3 videotape resources for tutor training is also included. Appendixes contain the tutor and tutee handbooks and a study skills kit specifically designed for tutor training. (Author/RL)

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"TUTOR TRAINING AT THE SECONDARY AND POST SECONDARY LEVEL"

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BY

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"Tutor Training at the Secondary and Post Secondary Level"

There are many types of secondary, adult and post-secondary tutor programs to give assistance in reading, math, and content area subjects. Five of the most common types are:

1. cross-age
2. same-age
3. volunteers from the community
4. paraprofessionals
5. parents

To be successful each program should have plans to incorporate the following components:

1. organizational component
2. supervision component
3. training component
4. evaluation component
5. public relations component

The University of Minnesota Technical College operates a peer (same-age) tutor program in content area subjects. The tutor training part of the program is viewed as an integral component to contribute to the effectiveness of instruction. An Educational Development Grant allowed the Reading Center to develop training sessions to meet the needs of students. The five sessions included:

Tutor Training Sessions
(2 hours each)

Session #1

Go through the student Tutor Handbook* and Tutee Handbook*
Explain services of the Reading & Writing Center
Role play the first session a tutor has with a tutee
View videotape "Good Tutor Sessions"
Game: Students determine positive and negative statements.

Session #2

Go through Tutor Learning Styles & Study Skills Kit* (to make tutors study skills assistants)
Have tutors determine their learning style and study skills
Do some practice activites from the kit

Assignment: Student-Tutee Diagnosis Checklist

Session #3

Questioning
1. Open vs. closed questions
2. Probing Skills videotape

Session #4

Questioning (conclusion)
How to tutor for: business, math, science, social science

Session #5

Tutoring the student who is handicapped, international student and minorities
Evaluation of tutor program

* see Appendices

The following role playing situations were utilized in session #1:

Role Playing Situations

Role play your first meeting with your tutee.

Your tutee refuses to read or participate. Role play what you would do.

You are trying to help your tutee with a difficult word. He is not paying attention. What do you do?

The tutee has a crush on you. It is interfering with his/her learning. How do you handle this?

The tutor goes in to talk to the instructor about how the tutee is doing. The tutor also wants to know the criteria for grading that the instructor uses.

The tutee dislikes the instructor. The tutor is trying to help the situation to insure good faculty-student relations.

The tutee gets a "Dear John" letter. They want to quit. They claim that they can't think. They can't concentrate on the textbook. How does the tutor handle the situation?

The tutee is taking algebra and has a lot of math anxiety. She/he can't figure out problems because of mental blocks. How does the tutor handle the situation?

The tutor is not being attentive to the tutee. The tutee is becoming angry and hurt.

Session #1 also included some general tutor teaching techniques:

1. Find out where the student is having difficulty by asking him. Go over the work he has already done for the course and do some problems with him or have him carefully define something in the subject matter.

2. Study with the tutee for tests and go over the tests with him when they are returned by the instructor.

3. Ask the student what the chapter was about and then list the main ideas of a chapter together.

4. Have the student write a summary for a chapter.

5. Make flashcards of technical vocabulary together. Develop a word list.

6. Have the tutee analyze his responsibilities in the class.

7. Show the tutee how to preview the textbook chapter and then preview it with him.

8. Have the tutee take notes with carbon paper so that you can have a copy. Go over the notes with him, asking specific questions.

9. Go over questions at the end of a chapter together.

10. Check the study file in the library together just before a test.

11. Have the tutee read problems or notes aloud if they have trouble with main ideas.

12. Before a test, get the student to relax; preview a chapter with him; figure out test questions together; write summaries of notes.

13. Ask "What was your instructor's last lecture about?" If they have problems, attend a lecture yourself and compare notes.

14. BE HONEST. If you don't have the answers, say so. But go to see the instructor together to find out.

15. Check with the instructor periodically to see how your tutee is doing.

16. Remember that it is your job to help the tutee learn. Please do not do his work for him. Make hime think.

Evaluation of the program was written to get feedback that was spontaneous and creative:

Evaluation of Tutor Program

1. How would you evaluate your tutor sessions?

2. Do you feel the tutee improved in his understanding of the course he was tutored in? How?

3. Did the tutee have poor study habits? Were you able to help him/her improve in this skill?

4. Were you able to communicate easily with your tutee?

5. Do you feel the tutee would have received a passing grade without a tutor?

6. Did the Reading-Learning Center provide adequate information to prepare you to be a tutor? How?

7. How would you feel about having a few meetings with all the tutors in attendance to discuss goals, problems, methods, etc?

8. What suggestions do you have for the Tutor Program?

9. Have you considered including tutoring on your resume?

Results of the tutor training sessions at the University of Minnesota Technical College demonstrated the difference training can make. A larger percentage of tutees passed the course they were being tutored in with a C or better (Fall 1979 - 33%, Winter 1980 - 37%, Fall 1980 (with training 67%). Tutors mentioned that it built a cohesiveness among themselves and a professional attitude. Faculty comments indicated a positive attitude toward the tutor program and that the training made the program more credible than before.

These materials are examples of what might be included in tutor training programs at the secondary and post-secondary levels. The following appendices include the handbooks and study skills booklet used in tutor training. A bibliography of tutor training resources follows.

Appendix I - Student Tutee Handbook

Appendix II - Student Tutor Handbook

Appendix III - Tutor Learning and Study Skills Kit

BIBLIOGRAPHY OF TUTOR TRAINING RESOURCES

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TUTOR TRAINING VIDEOCASSETTES

Brown, Beryl. PROBING SKILLS FOR TUTORS. University of California - San Diego. Videocassettes (2) include worksheets and manual to teaching questioning skills to tutors; $85.00. Topics are:

Clarification Probes
Critical Awareness Probes
Refocusing Probes
Prompting Probes
Re-directing Probes

Ferris, Elizabeth H. and Laurel S. Krautwurst. PEER TUTOR TRAINING TAPE. Flat Rock, North Carolina: Blue Ridge Technical Institute, 1978. Videocassette demonstrates good and poor tutor sessions; main ideas include:

Get to know your tutee.
Give positive reinforcement.
Do not impose your opinions on the tutee.
Admit it if you don't know the answer.
Arrange the physical environment in an effective manner.
Rephrase questions and explanations for clarification.
Be prompt and bring all necessary materials.
Set times for the next sessions before leaving.
Give the tutee your total attention.
Treat your tutees as equals.

Holmes, Louise. TUTOR TRAINING TAPE. Bethlehem, PA: Northampton County Area Community College, 3835 Green Pond Road (18017), 1979. (PROJECT AWARE) Video cassette demonstrates good and poor tutor sessions and some teaching techniques. Main ideas include:

Tutor tips: Learn tutee's name.
Show a positive attitude.
Get information.
Listen!
Pay attention to atmosphere.

Teaching techniques:
Explanation
Rephrasing and diagramming
Repetition and step-by-step

APPENDIX I

Welcome
To The Tutor Program

STUDENT
TUTEE HANDBOOK

TUTOR COORDINATORS:
GRETCHEN STARKS
MARY LARSON

READING CENTER
KIEHLE HALL
281-6510 EXT. 388

Dear Student,

Welcome to the tutor program! As a student tutee you have certain benefits and responsibilities. But "number 1" is to carefully read this short booklet before you meet with your tutor for the first time.

If you have any questions or suggestions about the operations of the Tutor Program, please do not hesitate to talk to us.

Sincerely,

Gretchen and Mary

Gretchen Starks & Mary Larson
Tutor Program Coordinators
Reading-Learning Center
Kiehle Hall
281-6510, ext. 388

BENEFITS

1. You will achieve academic success in your course work if you work hard with your tutor.

2. You will meet some nice people who may become life-long friends.

3. You will "learn the ropes" as you improve your study skills and become aware of all the student services available on cur campus.

4. These benefits are FREE OF CHARGE!!

PROCEDURES

BEFORE YOUR TUTOR SESSION:

1. Fill out a Request For a Tutor form. Some courses require the instructor's signature to get a tutor. Check with the tutor coordinator.

2. You will then be assigned to a tutor. Copy down the tutor's name and address and keep it in a handy place.

3. Contact your tutor to make sure you agree on the time and place for your first session.

4. Fill out the Study Habits Evaluation to help you and your tutor see where you may need help. BRING IT TO YOUR FIRST SESSION!

5. FINISH READING THIS HANDBOOK!

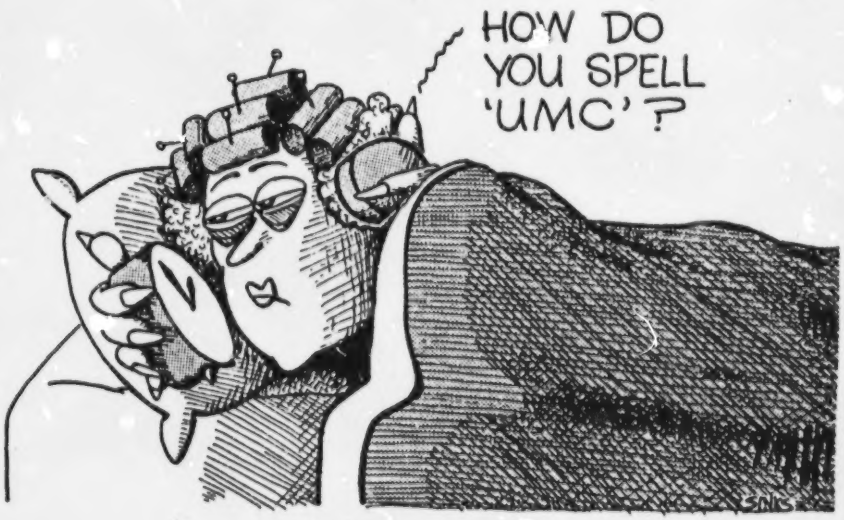
DURING YOUR FIRST SESSION:

1. Bring all necessary books and materials. Be prepared to discuss what problems you are having with the course. Show the tutor your study habits evaluation and discuss it. BE SPECIFIC! Is the book too hard? Is it the lecture? Is there a tricky concept you don't understand?

2. Come with some specific questions to ask your tutor.

3. Set a goal for your next session. What do you want to accomplish? What assignment do you have to do that you need help on?

4. Ask the tutor if he/she minds if you call them during the week to answer a short question or two.



AFTER YOUR FIRST SESSION:

Go to Classes!

Prepare questions for your next meeting. The tutor <u>cannot and will not</u> help if you haven't read the assignment or attempted to complete the problem questions.

RULES & REGULATIONS

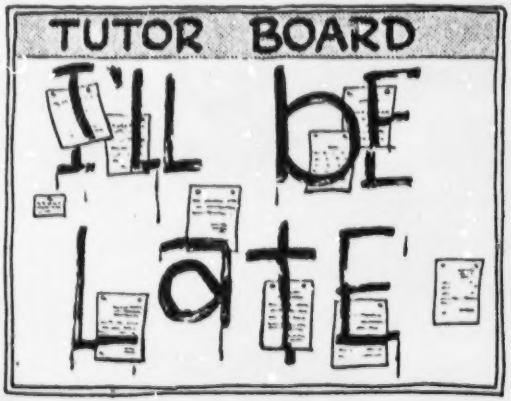
TUTOR SESSIONS

1. All tutor sessions are conducted between the hours of 8:00 a.m. - 9:00 p.m. Monday through Friday in the Reading Center or in a Tutor Room unless special arrangements are made with a tutor coordinator.

2. Most sessions are set up twice a week on a one-to-one or small group basis. If more time is needed, consult with a tutor coordinator.

3. If you are unable to attend a session or wish to change the time of a session:

   Call the Reading Center (281-6510, ext. 388)
   OR
   Call your Tutor
   OR
   Leave a note on the Tutor Board in the Reading Center.



4. The tutor coordinator reserves the right to terminate your sessions due to excessive tardiness or more than 2 absences without calling or notifying the Reading Center.

EVALUATION OF SESSIONS

1. Twice a quarter you must evaluate your TUTOR on a form provided.

2. Once a quarter you must evaluate YOURSELF as to your progress on a form provided.

3. Once a quarter you must evaluate the TUTOR PROGRAM on a form provided.

STUDENT SERVICES

UMC has many services to help you achieve academic success. Do not hesitate to call on them!

READING CENTER - help in study skills, speed reading, comprehension, test-taking, and note-taking. Call 281-6510, ext. 388, Kiehle Hall.
Open 8:00 a.m. - 4:30 p.m. Monday through Friday.

STUDY FILE - includes old tests, worksheets, and student write-ups on courses. Located in the Reading Center.

WRITE PLACE - help with writing assignments, resumes, research papers, grammar, and spelling. Call 281-6510, ext. 437, Kiehle Hall. Open 10:00 a.m. - 4:00 p.m. Monday through Friday.

TYPING SERVICE - lists good typists. Located in the Reading Center and Write Place.

COUNSELING SERVICES - Bede Hall. Call 281-6510 exts. 358, 362, 437, 304, 302, 369.

CAREER PLANNING - Bede Hall. 281-6510, ext. 363.

JOB PLACEMENT - Bede Hall. 281-6510, ext. 362

MINORITY & INTERNATIONAL PROGRAMS - Bede Hall. 281-6510, ext. 360.

CAMPUS MINISTRY - McCall Hall. 281-3590

YOUR OWN DIVISION ADVISOR

Watch for notes on the Tutor Board
and talk to the tutor coordinators
often about "how it's going."

GOOD LUCK!!!

APPENDIX II

Welcome To The Tutor Program

STUDENT TUTOR HANDBOOK

TUTOR COORDINATORS: GRETCHEN STARKS
MARY LARSON
READING CENTER
KIEHLE BUILDING
281-6510 EXT. 388

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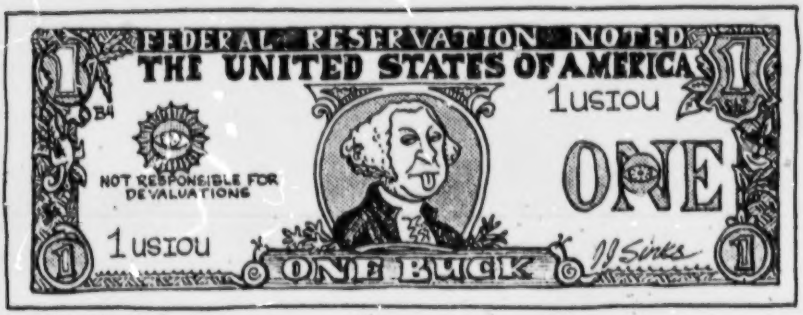
TUTOR BENEFITS

TUTOR: WELCOME TO THE TUTOR PROGRAM!!

As a Tutor you will have certain benefits and responsibilities. But "NUMBER 1" is to carefully read this handbook before you meet for the first time with your student tutee.

TUTOR BENEFITS:

1. You will learn organizational and questioning skills to help you both during college and after college.
2. You will increase your expertise and understanding of the course content you are tutoring in.
3. You will meet some nice people who may become life-long friends.
4. You will be able to include this experience on your resume and use the tutor program staff as job references.
5. YOU WILL GET PAID!!



TUTOR RESPONSIBILITIES

1. Assist students having difficulty with course content.
2. Assist students with study skills.
3. Attend tutor training meetings.
4. Establish good communications with the course instructor.
5. Abide by the rules and regulations of the Tutor Program.

TUTOR PROGRAM PROCEDURES

BEFORE BEING ASSIGNED TO A STUDENT TUTEE

1. Fill out the Competency to Tutor Form and get it signed by the content area instructor. Bring it back to the Reading Center. A student tutee will then be assigned to you. Your picture will be taken for the Tutor Identification Board.

2. Take care of payroll procedures.

   a. Go to the FINANCIAL AIDS OFFICE in Selvig Hall and inform them that you are signed up as a tutor. Give them your social security number.

   b. You go to the BUSINESS OFFICE in Selvig Hall to pick up your paycheck on the 11th and 26th of the month.

YOU WILL NOT GET PAID UNTIL YOU DO THIS!!!

AFTER A STUDENT TUTEE IS ASSIGNED BUT BEFORE YOUR FIRST TUTOR SESSION

1. VISIT THE INSTRUCTOR OF THE COURSE

   Get tips on how to teach your student.

   Gather any handouts or extra material.

   Tell the instructor you will keep him/her informed as to the progress of the student.

   Let the instructor know you are not going to teach the course. Your job is to assist your tutee in understanding and reviewing content information.

2. CONTACT THE STUDENT TUTEE.

   Copy down the tutee's telephone number and address and keep it in a handy place.

   Check to make sure you agree on time and place for your first one-hour tutor session.

3. MAKE AN APPOINTMENT WITH THE AUDIO VISUAL DEPARTMENT (Kiehle Building)

   See the videotape "Your First Tutor Session."

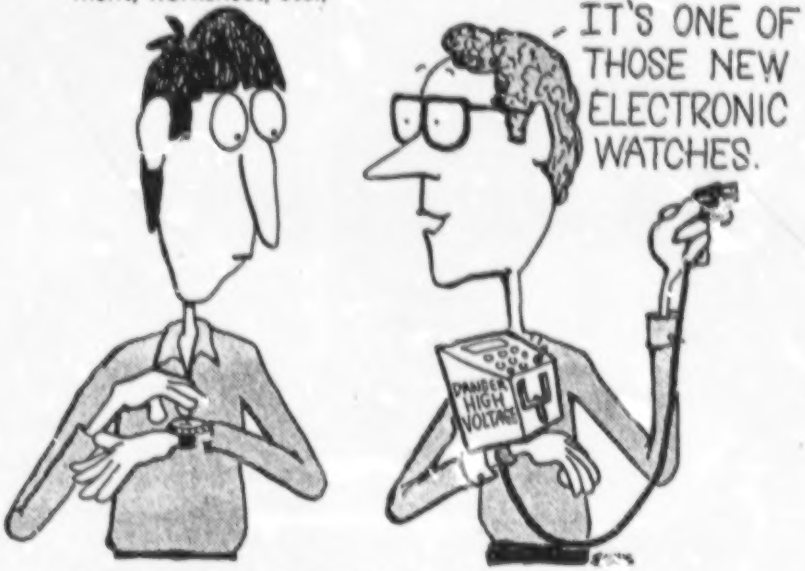
Complete the handout that goes with the videotape and give it to a tutor coordinator.

DURING YOUR FIRST TUTOR SESSION

1. Make sure that your tutee knows about the student services available at UMC. (See Page 17)

2. Set a time and place for your next session. Make sure your tutee has your telephone number.

3. Set a goal for your next session (questions, reading assignment, worksheet, etc.)



AFTER YOUR FIRST TUTOR SESSION

1. Record your name, your tutee's name and the time tutored on the TUTOR SIGN-IN SHEET located near the Tutor Board in the Reading Center.

2. Record the date and time tutored on the MISCELLANEOUS PAYROLL TIME CARD located near the Tutor Board.

3. TRY TO VISIT A CLASS of your tutee's to help you in evaluating the tutee's responsibilities in the class and how you can help him/her take notes or read the textbook.

TUTOR PROGRAM
RULES AND REGULATIONS

TUTOR SESSIONS

1. All tutor sessions are conducted between the hours of 8:00 a.m. - 9:00 p.m. Monday through Friday in the Reading Center or in a Tutor Room unless special arrangements are made with a tutor coordinator.

2. Most sessions are set up twice a week on a one-to-one or small group basis. If more time is needed consult with a tutor coordinator.

3. If you are unable to attend a session or wish to change the time of a session:

   -Call the Reading Center (281-6510) Ext. 388
   OR
   -Call your student tutee
   OR
   -Leave a note on the Tutor Board in the Reading Center.

4. The tutor coordinator reserves the right to terminate employment due to excessive tardiness or more than 2 absences without calling or notifying the Reading Center.

5. It is expected that you will consult with the tutee's instructor periodically as to his/her progress.

TUTOR PROGRAM
RULES AND REGULATIONS

PAY

Hourly wage is the current student rate. You are not paid for sessions scheduled when the tutee does not show up. You are paid for all tutor training sessions attended.

1. Make sure you fill out the MISCELLANEOUS PAYROLL TIME CARD after each session.

2. Make sure you fill out the TUTOR-SIGN-IN-SHEET after each tutor session.

TUTOR TRAINING

It is expected that you will attend at least two (2) of the five (5) scheduled tutor training sessions in your first quarter with the Tutor Program and the other three (3) sessions during the following quarter.

You will be contacted by a tutor coordinator as to the tutor training program schedule.

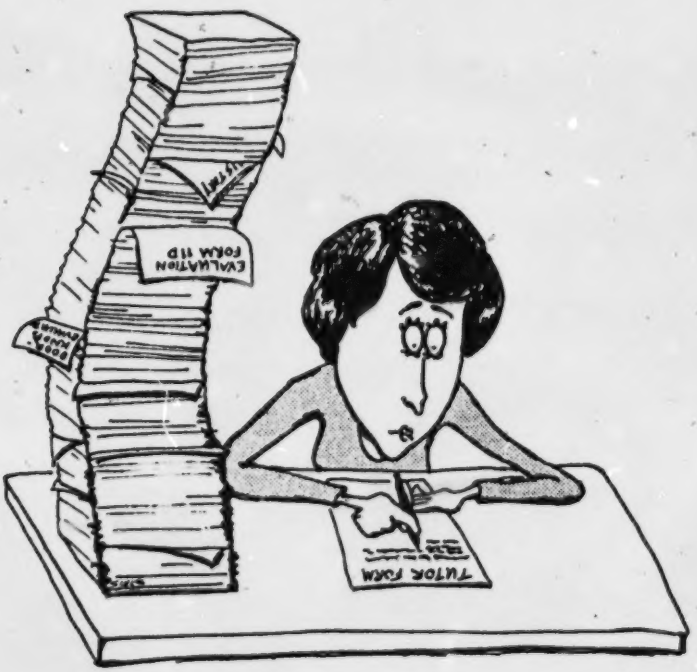
EVALUATION OF TUTOR SESSIONS

1. Twice a quarter you must evaluate your TUTEE(s) on a form provided.

2. Once a quarter you must evaluate YOURSELF on a form provided.

3. Once a quarter you must evaluate the TUTOR PROGRAM on a form provided.

4. You must complete all evaluations required at the tutor training meetings.



PHEW! Well, now you know how the tutor program operates and how you fit in as a student tutor. Keep this handbook within reach to refer to from time to time. And make every effort to take care of the TUTOR PROGRAM PROCEDURES before your next session.

Now comes the tricky part--establishing a good student-to-student relationship in your FIRST SESSION and thus accomplishing your goal: THE ACADEMIC SUCCESS OF YOUR STUDENT TUTEE.

GET OFF ON THE RIGHT FOOT

The following pages will help you to "get off on the right foot." As you read, think about the tips given in the videotape you saw on "Your First Tutor Session."

YOUR FIRST TUTOR SESSION

The average student tutee has some academic trepidation about a course. "Trepidation" is a fancy word for anxiety or stress. He or she might not be going to class regularly. The textbook might be too hard. Note-taking for lectures could throw them for a loop. Time management might be the hang-up. The student has filled out a study skills questionnaire to bring to the first session. You should discuss this questionnaire with them.

BUT FIRST!!!

Sit next to your tutee (not across the table.) Introduce yourself with a smile. Shake hands. You may want to share something humorous that happened during the day. Talk a little about your background in the course.

THEN ask them how they feel about the course. Look at their book. Comment on it. Find out about their background in the course. They may bring up the study skills questionnaire at this time. If not, you can ask them about it. Discuss. You will have a tutor training session on study skills later. But for now, give your gut level reactions on how they can improve their study habits. Talk from your own experiences.

THEN talk a little about the course content. Which chapter are they on? Look at the lecture notes. Try to get them to ask questions from the back of the textbook chapter. Discuss what you know about the course and what the instructor wants.

A NOTE OF CAUTION: Do not discuss personal opinions of an instructor's personality. You may listen to the gripes of your tutee--please do listen--but do not comment. You are a tutor professional and should not agree, disagree, or comment. Instead, tactfully suggest strategies the student might use to get better grades in the class. But never criticize a teacher yourself.

AT THIS POINT IT MAY BE A GOOD TIME to inform the student about student services available at UMC (see page 17). If there is a STUDY FILE for the course, get it out and go over the contents.

BE PROFESSIONAL

THEN talk about the next assignment. Make sure the tutee understands it. If it includes some reading, preview the chapter(s) with them. Point out concepts to be aware of. Set goals like:

1. Bring 5 questions you think might be on an exam to the next session.

2. Set up a study schedule and bring it with you.

3. Summarize your notes and let me look at what you write.

FINALLY, establish the time and place for your next meeting. Offer to answer questions over the phone. SMILE!!! GO FOR A COKE TOGETHER AT THE CAFETERIA!!

SMILE!!!

YOU'VE DONE A GOOD JOB!!!

TYPICAL TUTOR SITUATIONS

Now for some typical tutor situations and what you can do to prepare for your next session

TEST COMING UP

Prepare a quiz of your own. Have the student take it and discuss. Give them some tips on test preparation. See the tutor coordinator for material on test-wiseness or coping with test stress to share with your tutee. Go through the study file. Make flashcards or sample problems to solve.

TEST JUST TAKEN AND FLUNKED

Go over the test item by item. (You may want to see the instructor beforehand to get a copy.) Analyze what went wrong. Make suggestions to prepare better next time.

PROJECT ASSIGNED. HELP!!

Get the student to narrow down a topic. Discuss the resources available in the library. Better yet, go to the library and look together. Keep asking about the project in other sessions to keep tabs on how it's coming. See the instructor or go to the WRITE PLACE together to get more assistance.

YOU HAVE AN INTERNATIONAL STUDENT WHO HAS TROUBLE TAKING NOTES BECAUSE THE INSTRUCTOR TALKS TOO FAST FOR HIM OR HER.

Talk to the instructor. Get things set up to tape lectures. See if you can get extra study aids. Attend the class to find techniques to use. Go over the lecture notes each session. Give a mini-lecture yourself and have the student take notes.

TUTEE GETS "DEAR JOHN" LETTER. BUMMED OUT. CAN'T THINK. WANTS TO QUIT SCHOOL.

Whoa! This is not your area of expertise! But you should listen and then gently suggest other people on campus to talk to, like counselors and advisors. Do not let your sessions become "Ann Landers" talkathons.

There are many more situations--too many to list. Put this may give you a handle on some common ones. Do you see now why visiting your tutee's class and keeping in touch with the instructor can be profitable for both of you?

GENERAL TUTORING TECHNIQUES

Your tutee has recieved a handbook which includes the same rules and regulations that you have along with a list of student services. It also includes a strong statement of responsibility by the tutee to go to class, read the assignments, and at least attempt the problems. YOUR responsibility is to assist that student AFTER they have initially tried to do the work. So that you make them independent learners and so that you don't get caught in the trap of doing all their work, apply the 10 MINUTE RULE. This simply states that you will not work with someone on a problem unless they have spent at least 10 minutes on it alone.

The following are some general tutoring tips taken from a variety of tutor program manuals throughout the country. Pay attention now, and think about them as you read.

TEN QUICK TUTOR TIPS

1. Get to know your tutee. Relax and be yourself. Establish a friendly atmosphere. Call your tutee by name.

2. Be patient. You may have to go over material often, but don't be discouraged. You can't teach overnight what hasn't been learned in years.

3. Be punctual and prepared with all necessary materials. How important would your tutee feel if you did not bother to be on time or were not interested enough to arrive organized?

4. Give lots of praise. When students do well, tell them. They need to hear it.

5. Admit it if you don't know an answer. You are human too. So don't be afraid to make mistakes.

6. Listen. Give your tutee your full attention. Let them, not you, do most of the talking during a session.

7. Inform the tutee of student services available and suggest successful study habits based on your experiences.

8. Make learning fun by using a variety of different ways to explain things. Be flexible. If your tutee wants to review for a test, drop your plans for the session and attend to the immediate need.

9. Avoid asking "yes" and "no" questions. Instead of "Do you understand what photosynthesis is?", say "Explain the process of photosynthesis."

10. Remember your tutee's privacy and do not discuss their problems with other students.

As your tutor sessions progress you will have many questions and will encounter some interesting problems. To help you prepare for this, tutor training sessions are offered throughtout the quarter. Turn to the next page for more information.

STUDENT SERVICES

UMC has many services to help your tutee achieve academic success. Encourage them to take advantage of these services.

READING CENTER - help in study skills, speed reading, comprehension, test-taking and note-taking. Call 281-6410, ext. 388 Kiehle Building.
Open 8:00 - 4:30, Monday through Friday.

STUDY FILE - includes old tests, worksheets, and student write-ups on courses. Located in the Reading Center.

WRITE PLACE - help with writing assignments, resumes, research papers, grammar, and spelling. Call 281-6510, ext. 437, Kiehle Building, Open 10:00 - 4:00, Monday through Friday.

TYPING SERVICE - lists available in Reading Center and Write Place.

COUNSELING SERVICES - 281-6510, exts. 362, 358, 437, 304, 302, or 369, Bede Hall

CAREER PLANNING - 281-6510, ext. 363, Bede Hall

JOB PLACEMENT - 281-6510, ext. 362, Bede Hall

MINORITY & INTERNATIONAL PROGRAMS - 218-6510, ext. 360, Bede Hall

CAMPUS MINISTRY - 281-3590, McCall Hall

DIVISION ADVISORS!!

"WHAT NEXT??"

Boy, do you have the work cut out for you as a UMC tutor! But the rewards are worth it!

You are strongly encouraged to add to your tutoring skills by attending training sessions. They are set up throughout the quarter and deal with a variety of topics:

1. Student Tutee Diagnosis & UMC Student Services
2. Questioning and Probing Skills
3. Study Skills
4. Special Content Area Problems: math & science, social studies, Business, Ag, HRI, HFS
5. International students, handicapped students and minority students.

You will be informed of the exact schedule later. Make every effort to attend.

Watch for notes on the Tutor Board and talk to the tutor coordinators often about "how it's going."

Gretchen Starks and Mary Larson
Tutor Coordinators
Reading Center

TUTOR LEARNING AND STUDY SKILLS KIT

Tutor Coordinators:

Gretchen Starks
Mary Larson

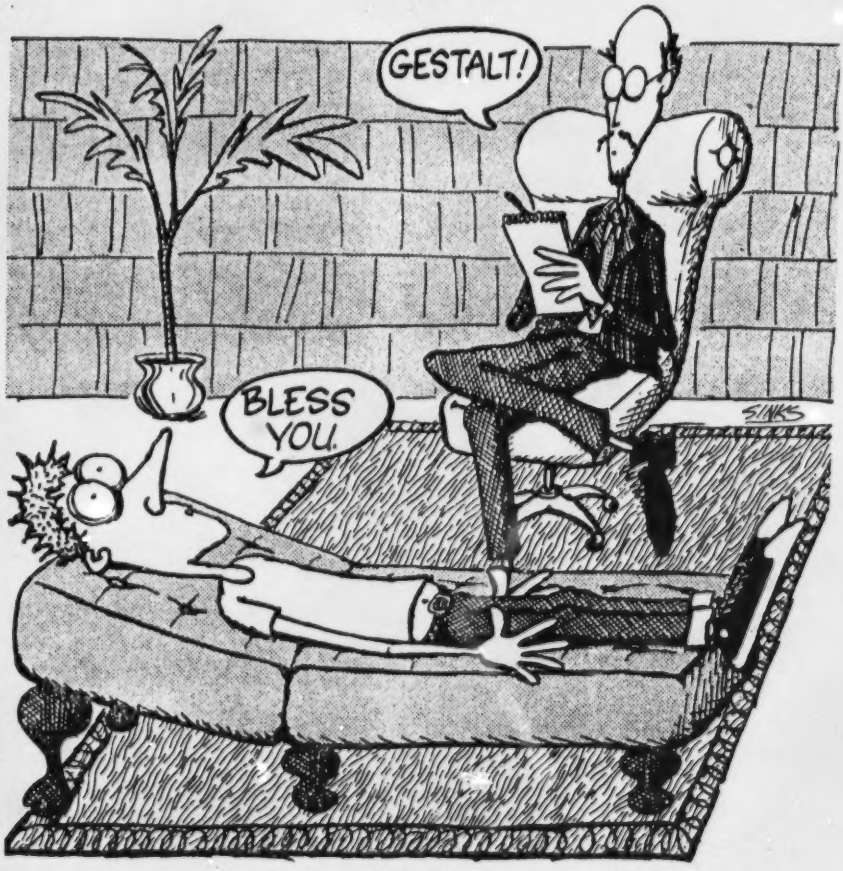
Reading Center
Kiehle Building
281-6510 Ext. 388

STUDENT TUTEE DIAGNOSIS

There are many things you will want to find out about your tutees so that you can help them succeed. Two important areas are finding out about their:

1) Learning Styles

2) Study Skills.



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LEARNING STYLES

I. DIAGNOSIS OF LEARNING MODE

A "Learning Assessment Survey"* can be given to determine if your tutee is a visual, auditory or tactile learner. Or you can informally ask your tutee questions from the survey. After finding out which mode is best for your tutee, discuss the results. Share your best mode of learning also.

ASSISTANCE

When you know your tutee's best way of learning, use it to plan your tutor sessions.

1. VISUAL - A visual learner likes to read to gather information. Make up tests for the tutee to take. Use flashcards to review. Underline important ideas together from the textbook. Explain things using your hands or writing on a chalkboard.

2. AUDITORY - An auditory learner enjoys films, filmstrips, and listening to lectures or tapes. Have the student summarize a chapter orally. Ask lots of questions. Have the tutee listen to tapes. Use discussions.

3. TACTILE - A tactile learner wants to manipulate objects or write and draw. Do things that use writing like making flashcards, illustrating math problems, etc. When explaining something, draw it on the chalkboard. Have the tutee use the board, too.

*Handout 1

Handout #1
Learning Assessment Survey

Name _____

Answer YES or NO to the following questions. Circle the letter before the number if your answer is YES.

T 1. My handwriting is quite good. Yes No

V 2. I enjoy silent films, pantomime or charades. Yes No

A 3. I'd rather do a music activity than an art activity. Yes No

A 4. I prefer listening to tapes than viewing an activity. Yes No

A 5. I spell better out loud than when I have to write words down. Yes No

A 6. I find it easier to remember lectures than what I read. Yes No

A 7. I find that I understand material better if I read it out loud or verbalize the information. Yes No

A 8. I am often the last person to notice that something has been added to a room. Yes No

V 9. I find that I learn better if something is shown to me. Yes No

V 10. I find that I learning better if I read the material. Yes No

A 11. I find that I learn better if I hear the material. Yes No

V & A 12. I find that I learn better if I hear and see the material at the same time. Yes No

V 13. I find that I often need to ask people to repeat what has just been said. Yes No

V 14. Sometimes in class I find myself tuned out when I am really trying to pay attention. Yes No

T 15. I use my hands alot when I speak. Yes No

V 16. I have had speech therapy. Yes No

V 17. Unless I am looking directly at the speaker I have trouble understanding. Yes No

T 18. I would rather demonstrate how to do something than tell it. Yes No

V & T 19. I have trouble remembering unless I write things down. Yes No

A 20. I find that a full page of small print mixes me up when I try to read. Yes No

21. The easiest way(s) for me to learn something is to:

V a. read it

A b. hear it

V c. see it in pictures

T d. try it

T e. write it in my own words

A f. explain it to someone

T g. draw a diagram or picture of it

Total V's circled _____ visual (11)

Total A's circled _____ auditory (11)

Total T's circled _____ tactile (6)

Adapted from: Elaine Cherney,
Michigan State University
and
Hasten by Judith Haught

TAILOR YOUR TUTOR STYLE TO FIT YOUR TUTEE'S NEEDS

II. DIAGNOSIS OF PLANNING/LEARNING STYLE

Ask questions from the "Planning/Learning Styles Survey"* or have the student complete it during a tutor session. This will help you make many little decisions about your sessions. Discuss your planning style with your tutee. This sharing will aid in developing a friendly relationship.

Try to schedule a tutor session when your tutee is most alert.

Chose a tutoring place that is comfortable for the tutees and is compatible with their distraction level.

Arrange for a one-to-one or group session depending on your tutee's learning style.

Be aware of your tutee's "warm-up" time.

Use this information when encouraging the student to complete assignments and attend classes.

*Handout 2

PRACTICE ACTIVITIES

Role play a scene with another student where you ask questions to determine the student's learning mode.

Role play a scene with another student where you ask questions to determine the student's planning/learning style.

Find out your learning mode and share it with another student.

Find out your planning/learning style and share the results with another student.

Write out a list of things you know about your tutee's learning mode and planning/learning style and discuss it with your tutee's instructor.

Make out a weekly lesson plan for your tutee where you explain how the activities you chose relate to your tutee's learning mode and planning/learning style.

PLANNING/LEARNING STYLES SURVEY
Handout #2

Name _____

The purpose of this survey is to determine what your learning style is. Please answer the following questions to the best of your knowledge about your learning.

1. I am most alert for learning new things in the
   a. early morning.
   b. midday.
   c. late afternoon.
   d. evening.

2. The kings of learning situations that bother me most are (check as many as apply)
   a. large group sessions.
   b. small group sessnions.
   c. using learning games such as bingo.
   d. working with a partner.
   e. working with a partner I don't know.
   f. working by myself.
   g. working on team projects.
   h. working in a very quiet place.
   i. working in a very noisy place.
   j. being interrupted while I am working.
   k. having to take a break in the moddle of my work.
   l. having to stop when I am not finished.
   m. having nothing to do while I wait for others to finish.

3. Do you usually finish your assignments on time? _____

4. How much time do you need to warm-up for studying? _____

5. Do you like to work under pressure? _____

6. Do you like to have deadlines for assignments? _____

7. How do you like to be evaluated for a class?(tests, papers, daily assignments) _____

8. Before you make a decision do you like to have a few facts or many facts?_____

9. What is your background in the course you are being tutored in?
   a. course in high school with a grade of _____
   b. no courses
   c. slightly familiar - took related courses
   d. other _____

(adapted from Frank Riessman, "Student's Learning Styles: How to Determine, Strengthen, and Capitalize on Them" Today's Education, Sept-Oct 1976, p. 94-98.

STUDY SKILLS

HELPING THE STUDENTS READ AND STUDY MORE EFFECTIVELY

In your tutoring sessions you may find that the students have difficulty reading and understanding the textbook. Or they may have poor study habits. These problems can interfere with the student's ability in the class.

The next pages contain suggestions on how to spot these problems and help the students overcome them. If available, also check the results of the tutee's "Study Habits Checklist" for more specific information.

READING THE TEXTBOOK

DIAGNOSIS

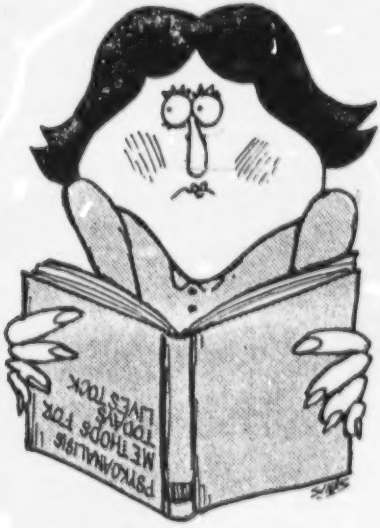
1. Have the students read one long passage (about one page) to you from the textbook. If they do not know five (5) or more of the words in the passage, the book will be difficult.**

2. Have the students summarize what they just read aloud to you. If they can remember a couple facts, but don't catch the main ideas, then the book will be difficult.

3. Have the students write down five questions that might be on a test from a chapter they have just read. Can they do it?

4. Have the students write down five terms that might be on a test from a chapter they have just read. Can they do it?

** If the student reads very slowly (word-by-word) and does not seem to put words together in a meaningful way, notify a tutor coordinator.



ASSISTANCE

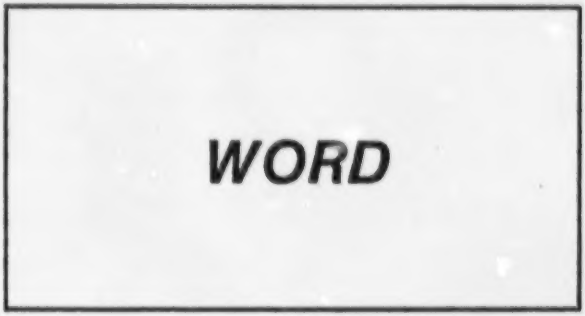
VOCABULARY:

Show the tutee how to use the context of the sentence to figure out the meaning of difficult words.

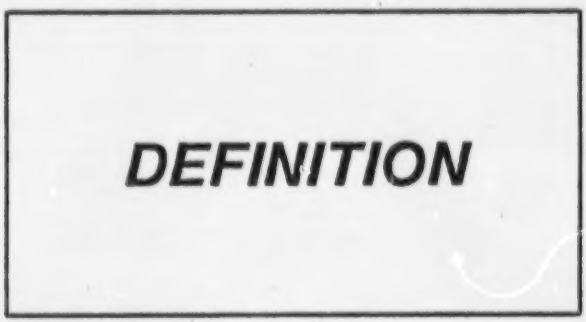
You may want to demonstrate how to look up unknown words in the dictionary.

Demonstrate how to make flashcards to study for important vocabulary words.

3 X 5 FLASH CARD



Side 1



Side 2

PREVIEWING:

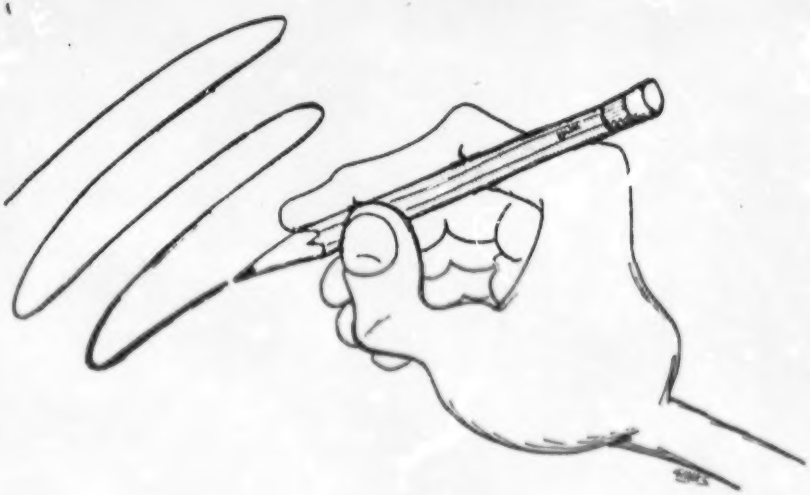
Previewing a textbook chapter can help a student read up to 30% faster with 30% more comprehension. Have the student preview a chapter during the tutor session by reading:

1. bold face type
2. italicized words
3. graphs, pictures with their captions
4. summaries
5. questions and problems at the end of the chapter

THEN ask them the following questions. If they can answer at least four of them, they have a better chance of comprehending more of the material.

1. What was the title of the chapter?
2. About how long will it take you to read it?
3. What are three terms from the chapter?
4. What is the main theme of the chapter?
   What is the chapter mainly about?
5. Did the chapter have: bold face type, italicized words, a summary, pictures, graphs, questions, problems, a resource list, a bibliography?

A handout on previewing is available in the Reading Center. Request one from a tutor coordinator.



UNDERLINING:

Go through a couple pages of the textbook and guide the tutee's underlining. Give the tutees some underlining tips:

1. Read a section first without underlining. Make a small mark in the margin at important points. Then go back and underline.

2. Underline in complete sentences. It is easier to study from underlining that includes complete thoughts.

3. Use the margins to star* and check ✓ for emphasis.

4. Re-write definitions of terms in your own words. To do this, use the margins or write in-between the lines.

5. Number (1, 2, 3, 4, 5, etc.) points in a list, steps in a sequence, reasons, etc.

An audio tape on underlining is available in the Reading-Learning Center. Your tutee may check it out for more information and practice.

TAKING NOTES FROM LECTURE

DIAGNOSIS

Check the student's notes. They should be legible, dated, and written on one side of the page only. There should be spaces between the main ideas and marks and underlines to denote emphasis. Numbers and letters in indentations should distinguish main ideas from details.

University of Minnesota Technical College
Reading-Learning Center

THIS IS YOUR "COVER - CARD"

Do you have trouble remembering what you study? This "cover-card" should help you retain much longer.

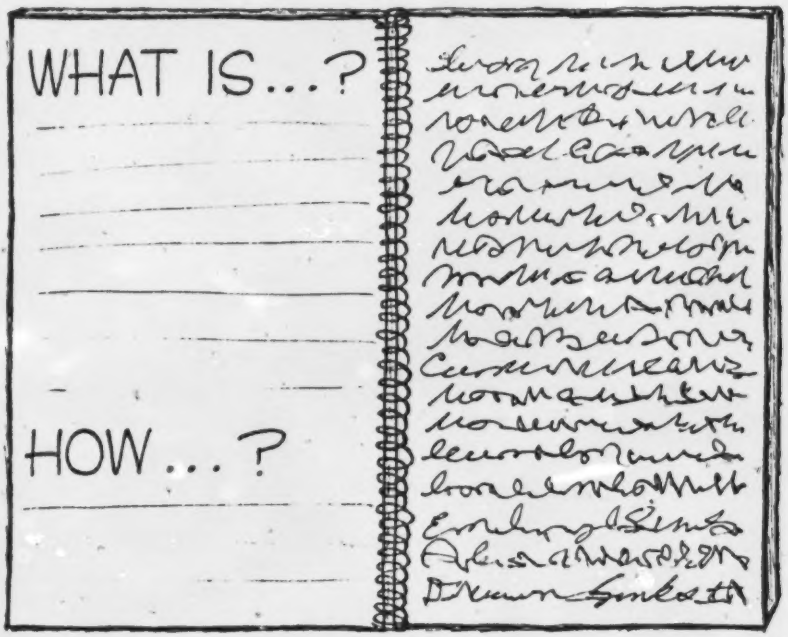
This "cover-card" is used to conceal answers in your textbook or notes as you recite important points to yourself. You cover all but the heading of a list--for example, the ten life activities of cells, while you try to recite all ten of these. You cover the definition of a term like assimilation, while you try to name all the parts.

Psychologists advise you to "keep the print out of sight 50% of the time you're studying." They are suggesting that you look away from your book in self-recitation--and thus change half-learned to fully-learned material.

Working systematically through the chapter with the "cover-card" is usually better than rereading. You can reread a chapter and dream all the way through. The "cover-card" forces you to concentrate as you struggle to recall what's underneath.

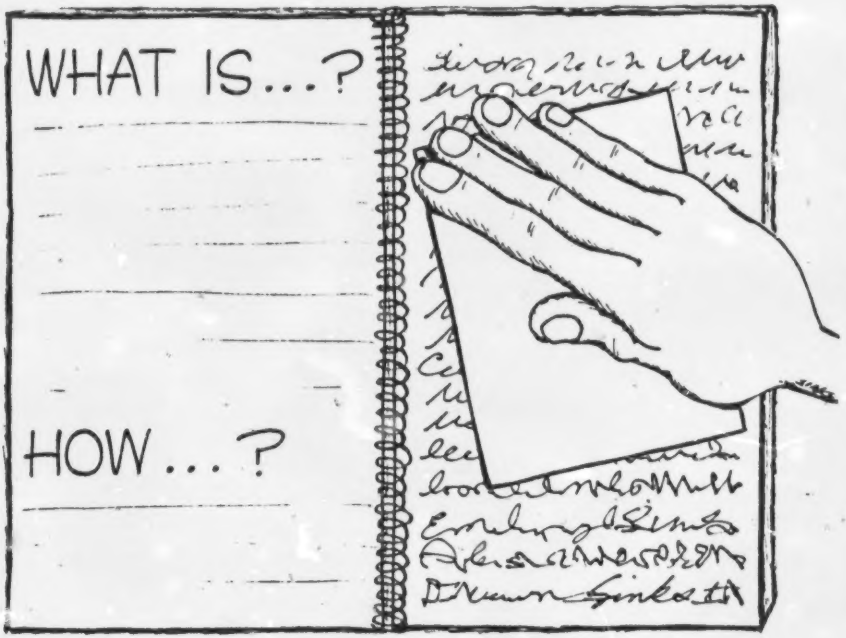
ASSISTANCE

EDITING NOTES: Help the student edit the notes. Underline the main ideas. Look up key terms to clarify notes. Have the student write a summary or questions on the blank side of the page.



Taking notes this way and writing questions within 24 hours on the blank page is a very efficient way of studying. The student is reviewing before too much forgetting takes place and is organizing material in the memory in preparation for a test.

Give a student a "Cover Card"* to put over notes when studying for a test. The card can help in reciting information when studying.



Have the students take their next set of notes in duplicate by using carbon paper. Analyze them together at the next tutor session.

Go to one of the class sessions. Compare your lecture notes with the tutee's notes.

Handouts on taking notes in lecture are available in the Reading-Learning Center. An audio/cassette booklet program on Listening and Notetaking is available on a check-out basis in the Reading-Learning Center as well.

*Handout 3

THE INSTRUCTOR

The instructor uses many ways to indicate to the student what is important. Discuss some of these ways with your tutee.

Voice - tone, loud, soft
Body - pointing, gestures, moving about room
Repetition of ideas
Writing on Chalkboard

Give your tutee the handout "Listening for Main Ideas in Lecture."* Discuss the voice, body, and word clues the instructors use. Determine what type(s) of organization the instructors use in their lecture presentations.

*Handout 4

TEST-TAKING

DIAGNOSIS

Look at the student's test results. If they were poor, probe further as to the reasons why.

1. Determine the difference between what the students thought would be important and what was actually on the test. Check the students notes. (see READING THE TEXTBOOK and TAKING NOTES FROM LECTURE)

2. Determine if the student was missing main ideas or details. (see MEMORIZING p. 16)

3. Was time a factor in completing the test? (see PREDICTING TEST QUESTIONS p. 16)

4. Find out how the students prepared for the test. Did they spend enough time studying? Did they get enough sleep? Did they go to all the classes? Did they read the chapters in the text? What were their notes like? Did they have too much stress when studying or taking the test? Where did they study? (see TIME MANAGEMENT, p.17 and RLS AIDS, p. 18.)

NAME _____

LISTENING FOR MAIN IDEAS IN LECTURE
PART I

Some lecturers provide clues as to what is most important. The instructor may give:

1. Voice Clues: raise his voice, pause before beginning a new major point; pause before writing on the board what is important.

2. Body Clues: body motions, hand gestures, etc.

3. Word Clues:

GO AHEAD SIGNALS indicate that more will be added. The main ideas then may be supported or similar main ideas may follow.

SUMMARY SIGNALS tell you that a conclusion or summary is about to be made.

TURN ABOUT SIGNALS signal a change in direction of the thought.

GO AHEAD SIGNALS	SUMMARY SIGNALS	TURN ABOUT SIGNALS
For example	Thus	But
There are three reasons	Therefore	On the other hand
This can be illustrated by	As a result	Neverthless
For instance	In summary	On the contrary
First, second, third	So you can see that	Yet
Maybe this has happened to you	The basic concept is	However
	Finally	Rather
	From this we can see	Otherwise
	Remember, then that	Okay
	The key factor is	All right
		And now

LIST SOME SIGNALS YOUR INSTRUCTORS USE, VERBAL OR NON-VERBAL. Include name, course, and type of clue:

Example: Grave, HFS Practicum, "First, second, third" & uses fingers to illustrate.

LISTENING FOR MAIN IDEAS IN LECTURE
PART II

In addition to different types of clue words, you may find the instructor's presentation pattern is helpful. Lecturers have different patterns for presenting material. Listen carefully the first few minutes of a lecture and try to determine what the speaker's pattern of delivery is. If you know the pattern, this will be helpful in determining what the most important ideas are.

Some common patterns are:

MAIN IDEA (followed by)	SUPPORTING DETAILS
CAUSE (what happened)	EFFECT (results of what happened)
PROBLEM (what is wrong)	SOLUTION (how to correct it)
PRINCIPLE	FACTS (support the principle)
QUESTION	ANSWER
TERM	DEFINITION
ADVANTAGE	DISADVANTAGE
CHRONOLOGICAL ORDER	FIRST, SECOND, THIRD. . .

However, a particular instructor's pattern may be to reverse these:

EFFECT (explain or illustrate what happens)	CAUSE (why did it happen?)
FACTS (listed or described)	PRINCIPLE THEY SUPPORT

Or he may make a negative statement, show why it is wrong, and then conclude with a positive summary or the principle or idea.

LIST SOME PATTERNS YOUR INSTRUCTORS USE. Include name, course, and type of lecture pattern.

Example: Grave, HFS Practicum, SUMMARY, PROBLEM, SOLUTION

ASSISTANCE

STUDY FILE:

Go through the study file for the course if there is one. Point out how to use it. Show the student how to make flashcards to help study.

MEMORIZING:

Have the tutee classify, organize, and categorize main ideas and details for studying. Practice memorizing from that day's assignment. This will help the tutee understand the amount of time and effort necessary to memorize.

PREDICTING TEST QUESTIONS:

Guide the student in writing some objective or essay questions for the next test. Make up a couple of quizzes to give during tutor sessions. Set a time limit on your quiz to give practice in taking tests.

TIME MANAGEMENT:

Some students need help in organizing their work schedules. Some questions to ask are:

1. Where do you study? A list of study places recommended by students is available in the Reading-Learning Center.

2. When do you study? A student should review notes within 24 hours of taking them. They should do assignments as close to the class period as possible to insure retention. Friday night and Saturdays should be reserved for busy work since they are not close to lecture classes. The time of the day when the student is most alert is the best time to study, especially difficult subjects.

Some instructors claim that if students treat school like a job and get to campus at 8:00 a.m. and utilize all free time during the day to study until 5:00 p.m., the students will get all their work done. And they will then have the evenings and weekends open for leisure pursuits.

*Have students take a time schedule home and record time spent on study activities for one week. Analyze this schedule with them.

TIME TIPS

1. Schedule obligations which are required of you first, ex. classes, work hours, sleep, etc.

2. Be flexible, balance your activities.

3. Be realistic; don't underestimate time.

4. Study 2 hours for every unit of lecture classes. This can be changed according to your own needs. If you're good in history, but need more study time for biology, budget your time accordingly.

5. Study in time blocks of 1-1½ hours per subject, with a ten minute break between subjects.

6. Don't study like subjects consecutively. For example, don't study Spanish immediately after French.

7. Review immediately after a lecture class, and before a discussion class.

8. Try to conserve activities to save time. For example, review notes while riding the bus to school or while eating lunch.

9. Schedule one long period of time (3 hours) for term papers, exam preparation, weekly review, etc.

10. Schedule one full day for "free" time.

11. Try to study in the same place at the same time.

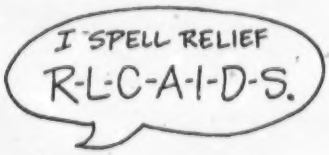
Taken from: "Introduction to Learning Skills"
Learning Assistance & Resource Center, California State U., Fullerton
Deb Pincar, Director

R L C AIDS

The Reading-Learning Center has many handouts and programs that you can use to help your students improve their study habits. Ask the tutor coordinator for copies. You can use them in your tutor sessions. You can give them as handouts for reinforcement. Ask the tutee to see a slide series on studying or listen to a cassette tape.

HANDOUTS

1. Places to Study at UMC
2. How to Take Essay Exams
3. Vocabulary for Essay Exams
4. How to Prepare for Tests
5. Evaluating a study Schedule
6. Writing Reports
7. Remembering What you Read
8. Biorhythms for Studying
9. Time Finders for making schedules
10. How to Study Social Science
11. Concentration and Memory
12. Time Management Tips
13. How to Study Math
14. How to Study Science
15. How to Cope with Test Panic
16. Relaxation Instructions
17. Listening for Main Ideas in Lecture
18. "Cover Cards" for studying
19. Are You Afraid of Tests?
20. Effective Notetaking
21. Physical Fitness and Academic Success
22. Previewing a textbook chapter
23. STUDY SKILLS SURVEY II



BOOKLETS

Preparing for Exams
Reading Your Textbook
Coping with Stress
Adjusting to College Life
The No Sweat Study Guide
Studying Effectively

SLIDE SERIES

Everything You Never Wanted to Know About Studying, But Knew You Should Ask (15 minutes)
Test-Taking: How to Look Smarter Twice a Quarter (10 minutes)
Using Common Sense to Improve Your Test Scores: True & False (20 minutes)
Using Common Sense to Improve Your Test Scores: Matching & Completion
Using Common Sense to Improve Your Test Scores: Multiple Choice

TAPES

Listening & Note-taking
Reducing Stress for Tests
How to Improve Your Memory

SETTING STUDY GOALS

BEFORE YOUR NEXT SESSION you should always discuss some specific goals to accomplish. This sets a purpose for studying and practicing good study habits. Some goals might be:

1. Bring 5 questions from Chapter 6. (for example)
2. Write down all the things your instructor does for emphasis during lecture.
3. Write down all the questions your instructor asks in class tomorrow.
4. Read this handout and teach me what was in it the next time we meet.
5. Listen to the tape on memory.
6. Make 10 flashcards for Chapter 5.

PRACTICE ACTIVITIES

Role play a session where the tutor is explaining to the tutee how the Reading-Learning Center and the Write Place can help them.

Set two study goals for the next week with your tutee. Write a brief report on the results of this activity.

Demonstrate a study skill to 1) another tutor or 2) your tutee in the presence of a tutor coordinator.

Make individual profile sheets on your tutees which include which study skills you will help them with this quarter.

View one of the audio-visual aids and write a critique of it.

REQUIRED: Complete a Student/Tutee Diagnosis Check list on one of your tutees. Due at the end of the quarter.*

*Handout 6

HANDOUT #6

STUDENT/TUTEE DIAGNOSIS CHECKLIST

IF YOU KNOW YOUR TUTEE WELL, YOU SHOULD BE ABLE TO ANSWER THE FOLLOWING QUESTIONS ABOUT THEM. THIS KNOWLEDGE WILL ASSIST YOU IN PLANNING EFFECTIVE TUTOR SESSIONS.

PREPARE A WRITTEN TUTEE PROFILE THAT COVERS THE FOLLOWING QUESTIONS.

THIS ASSIGNMENT IS DUE AT THE END OF THE QUARTER.

1. What is the student's background in related coursework?
2. What is the student's level of functioning in other classes?
3. What is the best mode of learning for the student?
4. What is the student's time schedule like? How can they improve on it?
5. How did the Planning/Learning Styles Survey cause you to set up your tutor sessions?
6. What are the student's academic and career goals?
7. What is the living situation of the student and how does that affect them?
8. What is the current physical condition of the student?
9. What is the student's ability in the course and understanding of course content?
10. What are the student's textbook and lecture notes like?

* In your opinion, what is the student's most pressing problem and what are you doing to aid the student with this problem?